

Class Curriculum Map Year 4

|  | <u>Autumn 1</u>   | <u>Autumn 2</u>  | <u>Spring 1</u>   | <u>Spring 2</u>   | <u>Summer 1</u>  | <u>Summer 2</u>   |
|--|---|--|---|---|--|---|
| <b>English<br/>(Jane Considine/Literacy Shed)</b>              | Iron Man by Ted Hughes<br>Narrative: Science fiction<br><br>Uniform?<br>(Discussion: Balanced argument) | An alternative to plastic straws –<br>Stroodles<br>Persuasion<br><br>The Dot by Peter H Reynolds<br>Poetry | Journey by Aaron Becker – Narrative:<br>Adventure<br><br>How to be a Viking by Cressida Cowell<br>Narrative | Jim and the Beanstalk by Raymond Briggs<br>Narrative:<br>Traditional Tale<br><br>A Life Electric: The Story of Nikola Tesla by Azadeh Westergaard<br>Recount: Biography | Gut Garden - A Journey into the Wonderful World of your Microbiome by Katie Brosnan<br>Explanation<br><br>The River by Valerie Bloom<br>Poetry | (Wizards of Once by Cressida Cowell<br>Report: Newspaper)<br><br>My Name is Not Refugee by Kate Milner<br>Diary |
| <b>Maths<br/>(White Rose)</b>                                  | Place value<br>Addition and subtraction   | Area<br>Multiplication & division  | Multiplication & division<br>Length & perimeter   | Fractions<br>Decimals   | Decimals<br>Money<br>Time  | Properties of shape<br>Statistics<br>Position and direction   |
| <b>Science<br/>(Hamilton Trust)</b>                            | States of matter:<br>Scientists   | Electricity:<br>It's electric  | Sound:<br>Listen up!  | Living things and their habitats:<br>Name that living thing   | Animals including humans:<br>Are these your teeth?   | Living things and their habitats:<br>Help our habitats!   |
| <b>RE<br/>(Emmanuel Project)</b>                               | Christianity<br>Incarnation/Salvation & sin   | Islam<br>Risalah / Prophethood   | Hinduism<br>Avatar / Ahimsa   | Christianity<br>Baptism / Body of Christ  | Sikhism<br>Guru / ik onkar   | Sikhism<br>Khalsa /Langar   |
| <b>Computing<br/>(Kapow)</b>                                   | Online Safety<br><br>Computing systems & networks<br><br>Collaborative learning                         |  | Programming 1<br><br>Further coding with Scratch  |   | Skills showcase<br>HTML<br>Programming 2<br>Computational thinking   |   |
| <b>Geography<br/>(David Weatherly)<br/>(Primary Connected)</b> |   | Beyond the Magic Kingdom: What is the Sunshine State really like?<br>(fact file)                           | How can we live more sustainably?<br>(persuasive writing)   |   | Why is Jane's house only worth a pound?<br>(explanation)   |   |
| <b>History<br/>(David Weatherly)<br/>(Primary Connected)</b>   | Who were the Anglo-Saxons and how do we know what was important to them?<br>(letter writing)            |  |   | What did the Vikings want and how did Alfred help to stop them getting it?<br>(newspaper report)  |  | Why are castles so important to Normans?<br>(information)   |
| <b>Art and Design<br/>(Kapow)</b>                              | Drawing: Power prints   |  | Painting and mixed media:   |   | Craft and design:<br>Fabric of nature  |   |

|  |                                |                                |                                     |   |                                |                          |
|--|--------------------------------|--------------------------------|-------------------------------------|---|--------------------------------|--------------------------|
| <b>(Original scheme)</b>                               |                                |                                | Light and dark                      |   |                                |                          |
| <b>Design and Technology (Kapow) (Original scheme)</b> |                                | Electrical systems:<br>Torches |                                     | Mechanical systems:<br>Making a slingshot car |                                | Structure: Pavilions     |
| <b>Music (Charanga)</b>                                | Mamma Mia                      | Glockenspiel stage 2           | Stop!                               | Lean on Me                                    | Blackbird                      | Reflect, rewind, replay. |
| <b>PE (Get Set 4 PE)</b>                               | Football<br>Dance              | Rugby<br>Gymnastics            | Yoga<br>Netball                     | Basketball<br>Fitness                         | Athletics<br>Golf              | Cricket<br>OAA           |
| <b>PSHE (You, Me, PSHE)</b>                            | Keeping safe and managing risk | Physical health and wellbeing  | Drug, alcohol and tobacco education | Identity, society and equality                | Sex and relationship education |                          |
| <b>French (Rigolo I)</b>                               | Unit 7 – Encore!               | Unit 8 – Quelle heure est-il?  | Unit 9 – Les fetes                  | Unit 10 – Ou vas tu?                          | Unit 11 – On mange!            | Unit 12 – Le cirque      |